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ABSTRACT

An article on graduate liberal studies (GLS) and descriptions of GLS programs are presented. In "The Concept of Graduate Liberal Studies," Allie M. Frazier considers GLS curricular offerings, characteristics of students pursuing these studies, and the future of GLS. GLS degree programs allow adults to pursue a liberal education, which is seen as a continuous search for knowledge about self and the world. Many students secured professional or specialized degrees as undergraduates; they are ready for the interdisciplinary, integrative approach GLS programs offer. Others earned discipline-oriented undergraduate degrees in the liberal arts and want to further their love of learning. Graduate liberal studies programs are doing well in every demographic and geographic setting and in a diversity of institutions. The following programs are described: Open Your Mind's Eye at the University of Southern California; An Emphasis on Values at Georgetown University; A Guided Tour of the Liberal Arts at Temple University; Self-Paced Individualized Study at the University of Oklahoma; Discussing Great Books at St. John's College (New Mexico and Maryland); American Culture and Technology Concentrations at Eastern Michigan University; Core Courses and Colloquia at Monmouth College; and Graduate Liberal Studies in Its Third Decade at Wesleyan University (Connecticut). The names of the degree vary from school to school: Master of Liberal Arts, Master of Liberal Studies, Master of Arts, Master of Arts in Liberal Studies. They range from Wesleyan University's 30-year-old degree to the year-old Eastern Michigan degrees. Additional programs and resources are described briefly. (SW)

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Graduate Liberal Studies

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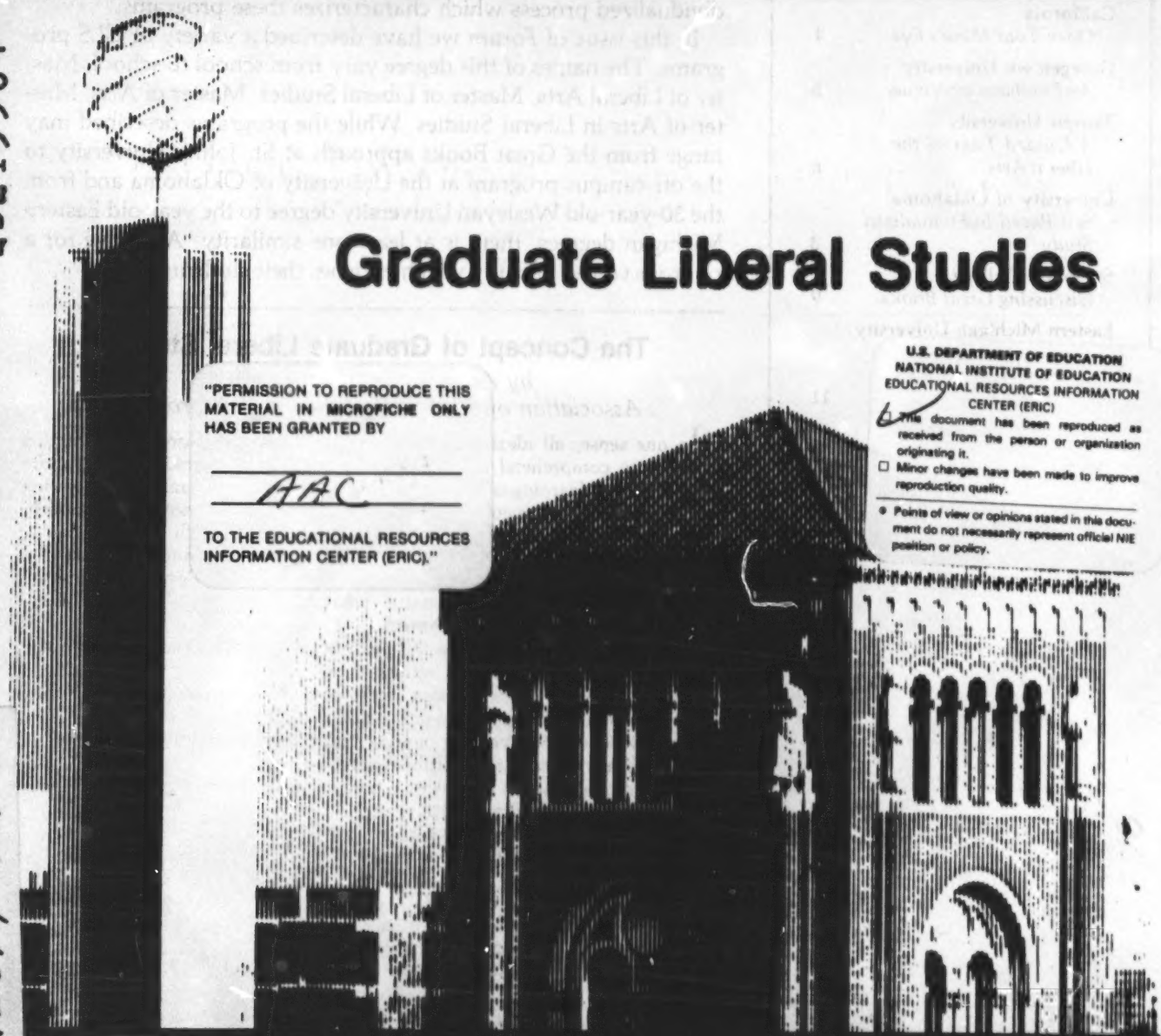

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Graduate Liberal Studies

Graduate liberal studies programs, as defined by Allie Frazier in the following essay, are degree programs which allow adults to pursue the unfinished business of liberal education: the continual quest for knowledge about ourselves and the world around us. Many GLS students secured professional or specialized degrees as undergraduates; they are ready for the interdisciplinary, integrative approach these programs offer. Others earned discipline-oriented undergraduate degrees in the liberal arts and want to further their love of learning. Both groups benefit from the individualized process which characterizes these programs.

In this issue of *Forum* we have described a variety of GLS programs. The names of this degree vary from school to school: Master of Liberal Arts, Master of Liberal Studies, Master of Arts, Master of Arts in Liberal Studies. While the programs described may range from the Great Books approach at St. John's University to the off-campus program at the University of Oklahoma and from the 30-year-old Wesleyan University degree to the year-old Eastern Michigan degrees, there is at least one similarity. All strive for a rigorous course of study which enriches their students' lives.

The Concept of Graduate Liberal Studies

by Allie M. Frazier, President
Association of Graduate Liberal Studies Programs

In one sense, all ideas are prisons—limited incarcerations of the human capacity to comprehend more intensely, more comprehensively, and more deeply. Liberal learning is not a terminus at which we eventually arrive having paid out tuition, taken courses, and received degrees. It is not an accomplishment, a completed product. Rather, each person and each generation confronts anew and continuously the task of taking up once again the inquiry that frees us. In short, the labor of liberal studies is, by definition, the unfinished business of every person, no matter what his or her age, historical time, culture, or academic accomplishment.

It is from something akin to this realization that the concept of graduate liberal studies (GLS) arises. "Unfinished business" awaits every graduate of our four-year institutions whether in the hurly-burly of life or in the formal setting of the academy community. The extension of liberal learning to the graduate level is a new venture in higher education. Its interdisciplinary focus stands in sharp contrast to traditional graduate programs whose primary aims seem to be vocational or professional training and intensive specialization in a discipline with a significant focus upon original research.

Generally, students entering GLS programs at the master's level are nontraditional in the sense that their formal education has been interrupted for varying periods of time by their entrance into careers and family responsibilities. In choosing to enter a GLS program, they seek the kind of synoptic vision that is the consequence of a cross-disciplinary approach that cuts through the arbitrary boundaries that presently limit traditional graduate education. As mature adults with a broad range of experience in the everyday world, they bring to their graduate study a heightened awareness of the limits of their college training and of the unanswered questions that confront any inquiring mind.

They are characterized by a willingness to explore multiple perspectives and to undertake the demanding task of integrating and relating various disciplinary approaches to a common subject matter. The conflict of divergent views,

so much a part of adult life, has given them a tolerance for the contest of ideas that is the soul of intellectual life, and this tolerance is reflected in their free interaction in seminars and in their willingness to learn from their peers. Because their life is not limited to the academic community, their liberal learning is enhanced by the constant interplay of human inquiry and human practice.

The GLS program is a unique opportunity for inquiring adults to draw upon the diversity of age, experience, and occupation of others in the program, to exercise personal curiosity and initiative, and to extend their capacities of intellect and sensibility in a setting of inquiry that is serious, rigorous, and disciplined.

The GLS Curriculum

The educational center of the graduate liberal studies curriculum seems clearly to be the multidisciplinary course. This fact derives from the explicit goal of GLS to provide a foundation for significant integration of disciplines in discovering knowledge of the "worlds" in which we live, and in comprehending how diverse academic disciplines broaden and deepen our grasp of the seminal ideas of our civilization and of the critical problems of life and the mind that informs the cultures of the past and present.

Every perspective constitutes a limited illumination of the meaning of the conditions of our experience and of its historical grounding. Each discipline contributes its unique and vital insights and imposes its own limitations. Multidisciplinary courses encourage our intellects and sensibilities to cut through arbitrary boundaries and to explore the values and contributions of diverse modes of knowing and of seeking knowledge.

Such courses create a disciplined and systematic confrontation with the inventiveness of the human mind in finding and imposing order upon the course of our experience through time. The multidisciplinary course is the essential educational structure by which we insure an active flow of fundamental ideas that illuminate the total range of our experience. By its means, we seek to combat the entropy of what Whitehead termed "inert" knowledge.

Core courses in GLS programs are, without exception, multidisciplinary in organization and focus. Aside from the general justification for core courses as being essential foundations for further interdisciplinary study and/or intensive study in a field of concentration, there is the further expectation that core studies will aid in filling those unavoidable gaps with which even the best undergraduate education burden us. Moreover, both core studies and multidisciplinary courses in general, have the unique function of reminding us that liberal learning frees the mind and sensibility from the constraints that are often the legacy of an over-specialized, narrowly-focused undergraduate career.

Core studies must also be viewed in the context of the kinds of students who are attracted to graduate liberal studies, i.e., principally adults who are reentering the educational process after absences of varying lengths of time. Such adults experience this reentry process with a considerable degree of anxiety about their competence to take up once again the rigors and discipline of serious academic study. In this regard, core studies serve the dual purpose of re-introducing the student to the intellectual task of interdisciplinary inquiry and, at the same time, provide a common basis of exploration of some fundamental and perennial questions and ideas which have shaped the human past and persist in the present.

Most GLS programs require some form of culminating project. While the culminating project takes many forms, in every case it is designed to encourage the GLS student to exhibit the fruits of their educational growth in interdisciplinary inquiry in a substantive, articulated manner. The final project, be it essay, creative work, or comprehensive examination, provides the student with the intellectual challenge of bringing their academic program to a significant culmination by using those insights, methods and perspectives, the corpus of liberal learning, to articulate, independently, a study that is both correlative and integrative.

The Future of GLS

Dr. William Maehl, vice provost of continuing education and public service at the University of Oklahoma, recently observed in a talk to the Association of American Colleges: "We are breaking out of a concept of education as a rite of passage or a preparation for maturity and coming to a recognition of the continuousness and pervasiveness of the deliberate steps we human beings take to produce learning in ourselves—throughout life." The accuracy of this observation is reflected in the dramatic growth of programs of lifelong learning that has occurred in American higher education. Adults in ever-increasing numbers are seeking a wide range of educational services from our institutions. Happily, many are electing to extend their liberal learning at the graduate level.

The rapid growth patterns of graduate liberal studies programs reflects this trend. Graduate liberal studies programs are flourishing in every demographic and geographic setting and in a diversity of institutions across the spectrum of American higher education. This upsurge of interest in liberal learning at the graduate level is reflected in the founding of the Association of Graduate Liberal Studies Programs (AGLSP) and its growth pattern from 12 charter members in 1975 to 53 in 1981. In 1977 AGLSP held its first workshop for institutions interested in developing GLS programs. Five institutions attended that session. In the last three workshops more than 100 colleges and universities sent representatives. In a recent survey (tabulations and responses incomplete at this point) undertaken by AGLSP and funded by a Fund for the Improvement of Postsecondary Education (FIPSE) grant, it has been determined that over 9,000 students are presently engaged in degree programs that fall generally under the GLS rubric. GLS programs have well over 16,000 alumni in 1981. While the final analysis of data in this survey is incomplete, it is clear that for existing programs in the survey, the growth pattern is on the upswing.

The rush toward graduate liberal studies programming is, of course, intensified by the economic plight of many institutions who seek to counter the shrinkage of their undergraduate populations by expanding their services to the market of nontraditional students. A cautionary note seems in order at this point. Institutions who rush into GLS programming to seek additional revenues must consider the peculiar demands consequent upon teaching and programming for nontraditional students. The problem of achieving parity in the treatment of nontraditional students in every institutional setting continues to be a pressing need. Certainly, the future decades will see the growth

of more GLS programs and expanded service of this type to adult learners; however, it is incumbent upon us to carefully monitor the programs that do come into existence and to assure ourselves that adequate procedures for quality control and program evaluation are developed and implemented.

The GLS movement seems to be off to a strong start, but we cannot afford to compromise the academic integrity of our liberal learning enterprise by hasty program design or lackluster commitment to the basic goals of liberal learning at the graduate level. The consumers of our services will continue to demand the highest quality of programming that we can effect. We should give them no less.

Dr. Frazier is a professor of philosophy and director of the Master of Art in Liberal Studies Program at Hollins College, Hollins College, Virginia.

University of Southern California

Open Your Mind's Eye

Brochures for the University of Southern California (USC) Master of Liberal Arts (MLA) Program carry the motto "Open Your Mind's Eye...to a world beyond your career!" While David House, director of the MLA program, does not consider this phrase a slogan for the USC degree, he does view it as an accurate description of what the university has to offer. "The idea tells students that it is okay to be interested in intellectual learning beyond their careers," he says. "The notion of opening your mind to learning appeals to people's curiosity about the world. Not everyone wants to study computers or pursue an MBA degree."

The 11-year-old MLA program is offered by the Graduate School through the College of Continuing Education. One hundred students have graduated from the program, which has a current enrollment of 135. USC's program, according to House, is designed to provide adults with a multidisciplinary exploration of a variety of subjects in an intellectually challenging environment. "MLA students want, above all, to be challenged," says House. "These students want to go back to school. They have reached a point in their careers in which they do not need any more practical training. They are interested in learning for the sake of learning."

Many of the USC students are employed in such professional occupations as doctor, nurse, teacher, librarian, and school administrator. A recent survey of 100 MLA graduates and 98 current students showed that 45 percent are in professional or technical occupations. Twelve percent are managers or administrators in non-medical or non-educational fields, and the remainder include homemakers and persons in clerical, service, and media occupations. Fifty-six percent of the graduates and current students are male.

MLA Seminars

The curriculum which appeals to these students is both multidisciplinary and theme-oriented, according to House. The MLA program achieves its multidisciplinary approach through seminars on topics ranging from minority themes in American literature and faith and reason in western tradition to the California dream and environmental geology. Students may pursue either a theme of their own choice or explore a variety of subjects.

The seminars are designed for the MLA program, although graduate students from traditional departments may enroll in the courses. MLA students must complete eight of the three-credit seminars and enroll in at least two seminars each in the humanities, social sciences, and natural sciences. The program offers seminars in the evening, once a week for three hours, for 15 weeks. Students take courses at the Los Angeles campus or at satellite locations.

During the spring 1982 semester, students may choose from such offerings as the humanities seminars on the aesthetic response to music and technology and arts in Europe of the 1920s, the natural sciences course on the biology of human reproduction, and the social sciences seminar titled Men, Women, and Ideas in Renaissance and Reformation. In the latter course students will examine the contributions of individuals, artists, and political and religious leaders to the culture of Europe from 1300 to 1600. In the music seminar students will listen to music from a wide range of cultures and eras and discuss its relationship to moods and attitudes. The Graduate School Bulletin lists more than 50 additional seminars which are offered periodically.

The MLA Cambridge Program is one course which has proven to be especially popular. For the past six summers, USC students have traveled to England for a three-week study period at Cambridge University. The 20 participants, half of whom are MLA students, enroll in courses in literature, art, and cultural studies. The three-credit course counts as a humanities seminar, although students may receive social sciences credit if their final papers focus on topics in that area.

House emphasizes that the MLA seminars are not watered-down versions of other graduate courses. "Subject matters are introduced in a broadly based manner without necessarily being made unduly simple," says House. He offers the example of a seminar on Shakespeare. "In an MLA course," he says, "the material may be approached from a wide perspective, such as Shakespeare's place in late 16th and early 17th century European literature and history. This would require work on the graduate level. In an English Department graduate course on Shakespeare the approach might be almost exclusively a literary or critical perspective of specific plays which assumes a previous knowledge of Shakespeare's work and major secondary literature. The question is really one of focus, not quality."

House notes that while faculty members maintain a high level of academic quality in their courses, they also must remember that MLA students are working professionals with job-related commitments. The instructors emphasize the importance of attendance at the weekly sessions and limit reading assignments to 150 to 200 pages per week. House confers with the MLA instructors, the majority of whom are USC faculty members, about the degree program, the special needs of MLA students, and the broad view which MLA seminars must present.

Faculty members enjoy teaching in the program, according to House. "The MLA students are highly motivated," he says. "Undergraduates often lack this motivation. The MLA students do their work, respond well, and have fun

learning. The faculty members respond favorably to these students." The MLA program also offers faculty members an opportunity to teach courses which they may not be able to offer in their own departments.

Creative Projects

In addition to the MLA seminars, students must also complete a creative project as the culmination of the degree program. Students usually spend two semesters on the project for a total of eight credits. The creative projects can be plays, historical studies, or autobiographies. USC chose a creative project as the final project because it offers the most flexibility for MLA students.

House assigns the students to faculty advisers who assist in the selection of a topic, serve as a resource person, and read and comment on project drafts. MLA projects have included an adaptation of *Taming of the Shrew* for children, a utopian novel, and a family genealogy. One student examined the upward mobility of employees in the national insurance company for which he worked. "The creative projects teach students the processes of investigation and research," says House. "They learn not only how to look for answers but also what types of questions to ask."

To assist students in their creative projects, the MLA program sponsors a two-session research colloquium each year. Students learn how to select a topic, conduct computer searches, and document their research. They also discuss the mechanics of the MLA project and the kinds of problems which may arise.

The research colloquium is just one of the ways in which the MLA program tries to make its students feel comfortable in the university environment. House has also initiated a new program designed to include students in activities other than formal studies. "We're a large university in an urban area," says House. "A lot of people don't like to come to this part of town. I have planned activities that provide students with opportunities to feel closer to the university community and to be exposed to ideas and intellectual and cultural programs that might otherwise go unnoticed."

Last semester students visited a Victorian-era house located near the university. The owner is renovating the house which was built in the Queen Anne style and features fine hardwoods, carved mantles, and stained glass. "The house is located in a neighborhood that was once elegant and filled with beautiful homes, but had deteriorated over the years," says House. "Students not only had the opportunity to visit the house, which is not open to the public, but also to learn something about the concept of re-gentrification. For virtually all who attended, it was the first time they had visited the area or had ever been near the university in the daytime."

MLA students also attended a reception at the exhibit "Shakespeare, the Globe and the World," on loan to a local museum from the Folger Shakespeare Library in Washington, DC. The museum provided a special showing for the MLA students, who were able to view the exhibit at their leisure and listen to Elizabethan music performed by the USC Early Music Ensemble. House has discovered that each colloquium attracts a different audience, thus he does not try to appeal to everyone with each colloquium.

"These students should not feel that because they are nontraditional students they are second-class citizens," says House. In addition to the colloquia, the MLA program publishes a newsletter on additional activities and topics of interest to students and offers personal attention with admission and registration procedures and problems. "We are proud of our program," says House. "We have a good track record, maintain quality control, and have high academic standards for our curriculum.

"Our students have the opportunity to investigate new ideas and to participate in many diverse activities. We combine the principles of lifelong learning with the traditional aims of a liberal arts education." *P.B.*

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Georgetown University

An Emphasis on Values

When students taking non-credit continuing education courses at Georgetown University expressed an interest in receiving credit from a structured but nonspecialized curriculum, Joseph Pettit, then dean of the School for Summer and Continuing Education, asked them if they would enroll in a prospective Master of Liberal Studies (MLS) degree program. Many students answered "yes." Convinced of student interest in graduate liberal studies courses, Pettit helped establish Georgetown's Bachelor and Master of Liberal Studies Degree Program in 1974.

Designed for adult students, the program offers either a Bachelor or Master of Liberal Studies to students who have not attended college full-time for at least two years. The baccalaureate program gives students who started but never completed an undergraduate program the opportunity to earn a bachelor's degree. Approximately 20 percent of the liberal studies students participate in this degree program. The MLS degree program offers a variety of interdisciplinary courses to adults with a bachelor's degree who want both a choice of courses and a coherent, structured approach to them.

Values Component

One source of coherence or focus for the program lies in its values component. The program's philosophy includes the belief that liberal studies should enhance our "freedom of choice" by sharpening our ability to make moral decisions, says Phyllis O'Callaghan, assistant dean of the School for Summer and Continuing Education. She adds that the program's adult students seem to show more immediate interest in value-laden issues than younger students do. Thus, moral considerations comprise an important part of many of the MLS courses.

The program's commitment to the exploration of values appears in the course requirements. One of the ten courses required for a MLS degree must be a "human values core course," which students take within their first two semesters. The core courses introduce students to the "values-

orientation" of the whole program, says O'Callaghan, who, along with a curriculum committee, chooses which values courses should be "core" courses.

In fall 1981, Kierkegaard: Freedom and the Self fulfilled the human values core requirement. This course emphasizes Kierkegaard's thoughts on "the relation of faith and reason, the notion that 'subjectivity is Truth,' the relation of dread, despair and freedom, and the culmination of these issues in Kierkegaard's understanding of the self." The human values core courses for spring 1982 include Values in Conflict and Comparative Values and International Relations. The former course aims to help students identify and assess their own values by examining topical value conflicts, especially value conflicts in families. The latter course discusses Buddhist, Chinese, Hindu, Islamic, Japanese and Judeo-Christian cultural ideologies and their effect on foreign policy.

In addition to taking a human values core course, students must complete one other human values course. Examples of these courses for 1981-82 include Philosophy of Art, which emphasizes the works of John Dewey, and A World in Process, which pays particular attention to the works of Alfred North Whitehead, C. Hartshorne, and Teilhard de Chardin in its examination of "evolutionary world views." Morality in Literature and the Media aims to "develop the moral imagination" by discussing Aristotle's *Nichomachean Ethics*, Henry Veatch's *Rational Man*, a Shakespearean play, and student-selected contemporary works and films.

Essays and Final Projects

The values courses provide an overall focus or orientation for the program's other courses, says O'Callaghan. In addition, the program focuses on four academic areas. Humanities includes courses on literature, arts, philosophy, history, and theology. International Affairs includes courses on foreign policy studies, area studies, international economics, and human values in international affairs. Organizational Behavior focuses on individual, interpersonal, and group relationships; and Social and Public Policy includes courses on the development of the individual, the family, and economic and political values. These areas offer structural guidance only; the courses are not listed by area, and the program has no distribution requirements other than the values courses.

The students themselves, however, decide on a comprehensive theme or question that they wish to pursue throughout the program. These themes or questions need not be extremely specific, explains O'Callaghan, but they do need to be defined well enough to create a central thematic pattern for the students' courses. Students develop these themes or patterns in two reflective essays, each about three pages long. With the aid of an adviser, students prepare the reflective essays after completing one-third and two-thirds of the program.

The guidelines for writing the reflective essay suggest themes such as "the problem of power," or "the ability of the individual to influence society," but also encourage students to find connections between their program focus and their personal or professional lives. Students find writing these reflective essays difficult, says O'Callaghan, but they also benefit from the experience of clarifying their interests and integrating their coursework. In addition, the reflective essays sometimes help students select a final project topic, the last requirement for a MLS degree.

Students submit a one-page proposal for a final project before enrolling in a three-credit course called Final Project Seminar. The seminar meets three or four times during the year to give students an opportunity to discuss the progress of their projects. In the last seminar, each student gives a 20-minute oral presentation on his or her work, emphasizing the values component of the project. The presentation and project receive a grade from the faculty reader who worked with the student throughout the seminar.

The topics and forms of the final projects vary because they reflect the diverse interests of the students, says O'Callaghan. One student, a teacher, wrote on "The Use of Literature and Works of Fiction in Moral Education for Children." Two projects on foreign affairs examined "U.S. Involvement in Foreign Coups: A Case Study on Vietnam" and "The Influence of Marxism-Leninism on Revolutionary Ideology in the Islamic World since 1967." Some students do practical projects; a C&P Telephone Company manager devised an affirmative action program for C&P, and another student wrote an analysis of what kinds of values the Marine Corps instills in its leaders. This last project, says O'Callaghan, may be published in cooperation with the Marine Corps.

These final projects provide students with a chance to integrate the ideas gleaned from their coursework, says O'Callaghan. She adds that MLS students seem enthusiastic about working on such integrating projects. In fact, she says, they seem enthusiastic about the whole program. O'Callaghan explains that because most of the MLS students have full-time jobs and little interest in professional degree programs, they appreciate the MLS program's lack of "professional graduate students." The MLS students are simply "curious" and interested in exchanging ideas with other working adults, says O'Callaghan. She feels pleased with the program's growth, which has accelerated within the past three to four years. When the program began, it enrolled 15 students. Now, 149 students participate in the Bachelor and Master of Liberal Arts program. *K.M.*

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Temple University

A Guided Tour of the Liberal Arts

The two-year old Master of Liberal Arts (MLA) degree program offered by Temple University's College of Liberal Arts can claim both economic and academic success, says Jayne Kribbs, associate professor of English and MLA di-

rector. She credits this success to factors such as the dean's financial support of energetic promotion of the program and faculty released-time, the university's access to three different campuses that reach several different potential audiences, and the students' and faculty members' genuine interest in the idea of a MLA program.

The MLA program reflects the university's commitment to liberal education and to "finding educational structures that suit people's interests," says Kribbs. She explains that the original tentative proposal for a MLA program developed from the work of the college's Commission on the Future and Commission on Lifelong Educational Opportunities. Some of the faculty members and administrators participating in those commissions organized and appointed the Master of Liberal Arts Advisory Committee, which oversees the MLA program by admitting and advising students, and maintaining records and standards.

The committee also invites selected faculty members to design proposals for interdisciplinary core courses of the MLA program; these core courses, which admit MLA degree candidates only, are "for adults with established livelihoods who seek intellectual enrichment and development." They "should not require specialized prior knowledge of a particular discipline or a particular set of research skills" and "should offer a synthesis of viewpoints on a topic," according to the course proposal form.

Different core courses are offered each semester. One course, Coming Home: Ideals of American Popular Culture, examines American fiction, songs, sermons, photographs, movies, and paintings that "center on home as an ideal." Another course, Fantasy and Vision from Poe to Wagner, asks students to discuss "the Symbolist tenet that a single work of art ought to incorporate characteristics of other art forms" and that tenet's effect on 19th century literature, art, and music. Mothers, Wives, Goddesses and Witches explores how and why people define behavioral sex roles and examines sex roles in societies of Africa, western Europe, and the United States.

In addition to taking these and other MLA core courses, MLA students may enroll in any college graduate-level course approved by the MLA Advisory Committee. To receive a degree, MLA students must complete at least four core courses and six college courses within five years. They must also write a final paper of 4,000 to 6,000 words on an approved topic of their choice. Some students use these papers to explore a topic related to their careers; for example, a lawyer wrote his paper on philosophical implications of a plea of insanity as a legal defense.

Student Profiles

The MLA Advisory Committee designed the degree requirements to fit the interests, needs, and schedules of the MLA students. Most of these students, says Kribbs, are between 40 to 55 years old, have established jobs or lifestyles, and feel they "missed" opportunities to study certain subjects while they were in college. They enjoy sharing classes with other mature, interested adult students and appreciate the chance to "study what they *want* to study instead of what they *have* to study," says Kribbs. She explains that although the MLA degree offers very little "practical" value, it does provide a "guided tour of the liberal arts" which many adults find satisfying and provocative. MLA students seem to "talk more, read more, and probe more" than traditional graduate students, says Kribbs. She adds that the excitement generated by such enthusiastic adult students with diverse backgrounds has prompted faculty members to submit unsolicited proposals for MLA core courses.

At first, says Kribbs, the MLA Advisory Committee underestimated the number of adults who would enroll in the MLA program. "We planned on an enrollment of about 50 students in fall 1980," says Kribbs, "and we ended up finishing the 1980-81 academic year with over 200 enrollments." Kribbs attributes part of this success to a vigorous promotional and information-gathering campaign. For example, to determine the interests of prospective students, the MLA Advisory Committee sent an Academic Interest Survey to approximately 11,000 people. In addition to asking questions about areas of academic interest, the survey asked respondents about their radio station, newspaper and magazine preferences. The survey responses helped the committee determine where to advertise the MLA program. The committee placed ads for the program in urban and suburban Philadelphia newspapers, the regional issue of *Time* magazine, and the city's classical music station. The spring 1982 college catalogue also included a special announcement calling attention to the new program. In addition, the committee mailed a brochure and cover letter explaining the program to over 1,500 businesses and institutions in the Philadelphia area. Finally, the 2,000 people who expressed a direct interest in the program received course listings and descriptions in the mail.

These promotional techniques paid off, says Kribbs, both in enrollments and monetary profits. But, she adds, although the promotion may attract students, the quality of the program keeps them. Most students have given the MLA courses good evaluations, and have indicated that they plan to complete the degree requirements.

In response to the program's success, says Kribbs, the college is expanding the MLA program. Currently, approximately 80 percent of the students attend classes at Temple University's Center City Campus. The MLA Advisory Committee hopes to increase the number of students taking classes at the other two campuses, Main and Ambler. For students unable to attend classes at those three campuses, classes are also offered at the "Mainline Y," which is actually an old mansion run by a suburban YMCA, explains Kribbs. She notes that the college's use of three campuses augments the scope of the program because the different campuses attract different types of students. "At the Mainline Y, for example, we can offer courses during the day because many of the students living near there don't have full-time job commitments," Kribbs says.

Although Kribbs notes that the use of three campuses has helped Temple's MLA program, she believes that the most important component of initiating any successful graduate liberal studies program is financial support. She suggests that any college or university planning a graduate liberal studies program be prepared to provide enough funds for planning time, interest surveys, and program promotion. *K.M.*

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University of Oklahoma

Self-Paced Individualized Study

With thesis topics ranging from United States-Brazilian relations to feminine images in Shakespeare and from television's effect on the development of Black militancy to a Kiowa Apache chief, students in the University of Oklahoma (OU) Master of Liberal Studies (MLS) Degree Program prepare to enter the second period of intensive, individualized reading and research during their graduate studies. This independent study approach characterizes the OU graduate liberal studies program which alternates brief on-campus, interdisciplinary seminars with longer periods of directed learning.

The MLS program, offered through the College of Liberal Studies (CLS), consists of five distinct sequential phases: an introductory seminar, a directed study period, a colloquium, an advanced study period, and an advanced seminar. Most students complete the MLS degree in two years. Students receive nine hours of credit for each of the study periods, six hours each for the colloquium and advanced seminar, and two hours for the introductory seminar.

Begun in 1968, the MLS program exemplifies the efforts of the 21-year-old CLS to provide adult students with a nontraditional approach to learning. Originally identified as the College of Continuing Education, CLS began its operations with the establishment of the Bachelor of Liberal Studies degree. Says Dan Davis, CLS associate dean: "The BLS and MLS programs share a common goal of liberal inquiry with an interdisciplinary perspective. Both were designed to serve adult students who either did not have access to traditional programs or found the programs inappropriate for their needs and circumstances. The procedures seek to provide maximum flexibility for students to progress at their own pace with the active guidance and counsel of academic leaders."

As of December 1981, 125 persons have received the MLS degree from OU. Davis describes the typical MLS student as being in his or her early forties and not necessarily motivated by career advancement but instead interested in self-improvement and enrichment. Davis notes that approximately 60 percent of the students do see the career implications of completing an MLS degree. Because of the short-term campus residencies, nearly half of the MLS students live in other states or countries.

Five-Phase Program

MLS students deal almost exclusively with the CLS staff as they apply and enroll in the graduate program. As preparation for their graduate work, the students are sent an inter-area reading list with selections which introduce the interdisciplinary aspects of the program, as well as the major areas of concentration: humanities, natural sciences, and social sciences. In addition, students also receive a preseminar reading list from the instructor of the introductory seminar.

The official starting point of each MLS program is the on-campus introductory seminar. Students spend one week on the Norman campus learning about graduate studies and the college's interdisciplinary approach to learning.

During the seminar the instructor assists students in an interdisciplinary exploration of a theme related to the reading assignments. Examples of seminar themes include criminal justice, the notion of utopia, and meteorology. Davis has observed that at the start of the seminar students may show little interest in the seminar theme. But as the week progresses, the students usually become delighted with the topic as they realize the faculty member is offering them a model for their own future learning. The instructor demonstrates how to examine a specific problem, probe various aspects of the problem, collect data, and interpret research results.

In addition to the daily seminar sessions, the CLS staff administers standardized tests to assess the students' breadth of study in the three concentration areas. The results of these tests determine whether or not the students need extra reading assignments as they prepare for the second phase of the MLS program: the directed study period.

During the introductory seminar week students meet with college staff to discuss their areas of concentration. Davis notes that most students arrive at the seminar with an idea of what they would like to study during their MLS program. The staff identifies three faculty members from different departments to assist students in designing their directed study period. In consultation with the students these faculty reading advisers prepare reading lists and assignments related to the students' interests. Thus, a student wishing to explore the American Civil War may be assigned reading advisers from the departments of history, economics, and geography; a student interested in organizational behavior may have advisers from the departments of sociology, management, and psychology.

At the conclusion of the introductory seminar students leave campus with a list of 30 graduate-level books, ten from each adviser, which they will read during the next nine months. The students and reading advisers have negotiated a study plan which may include a critique of each book, papers in each of the three areas, or a synthesizing project on all the books. Says Davis: "We stress to students that they are not completing the assignments for a grade but instead are working to meet the expectations of the various faculty members." The MLS program does not assign letter grades but instead records the satisfactory completion of each phase in the program. During the directed study period students correspond regularly with their reading advisers and the MLS staff. Some students also schedule campus visits or telephone their advisers for additional assistance.

After meeting each of their faculty members' requirements, the MLS students enroll in the three-week on-campus colloquium. Each year the college offers one or two colloquia on various topics. The colloquia are team-taught by two faculty members from different departments. Colloquium topics have included the history of technology and the industrial revolution, presented by a historian and an engineer, and conservation as discussed and debated by a geographer and an earth sciences engineer. The three-week period provides the opportunity for an interdisciplinary approach to the topic. Students are able to make the association between the colloquium topic and their own fields of interest, according to Davis. "They observe how the professors explore the disciplines," he says, "and learn how to demonstrate the broader implications of any topic."

While the students are on campus for the colloquium, they meet with the MLS staff to finalize plans for their theses. The staff identifies a three-member thesis committee, headed by a major professor, which will guide the MLS student through the next phase of independent study, called advanced study, and the preparation of the thesis. During the three-week residency students meet with their thesis committees to draft plans for their advanced reading and research. The colloquium instructors also explain the concept of the MLS interdisciplinary thesis and the OU policies for the preparation of a master's thesis.

The advanced study phase usually lasts at least one year. Students complete reading assignments and prepare drafts of their theses based on extensive library sources and/or personal research. Thesis topics have ranged from the history of an insurance company to technology and the quality of life. According to Davis, students enjoy preparing their theses because they often have direct application to their jobs and serve as a valuable demonstration of the completion of their academic work in the ungraded program. During the advanced study phase students consult regularly with their major professors. Upon approval of reading copies of their theses, students enroll in the advanced seminar.

Similar to the colloquium, the advanced seminar is also a three-week on-campus class taught by a two-member faculty team. The seminar provides an in-depth examination of an interdisciplinary topic; past seminars have examined the impact of religion on society from theological and sociological perspectives and myth and magic as seen by a sociologist and a professor of literature. Seminar participants also present and defend their theses before their peers. These presentations serve as dress rehearsals for the final presentation of the thesis to the students' thesis committees.

This final presentation occurs only after the students have met with their thesis committees during the advanced seminar residency to discuss any necessary changes in the thesis. Upon presentation of the thesis in its final form and completion of an oral examination, the MLS faculty recommends the student for the degree.

Student-Faculty Cooperation

To complete this type of individualized self-paced program, both students and faculty members must have a high level of commitment to the MLS concepts, says Davis. "As the students advance in the program, they assume much of the responsibility for their learning," he says. "Their age and motivation have much to do with their commitment. They're paying the bills, and they know why they are doing this."

According to Davis, this enthusiasm has made the MLS faculty feel much closer to these older students than they do to the more traditionally-aged student. The MLS staff works very hard in choosing faculty members for the program and in matching them with the appropriate students, says Davis. All faculty members hold regular appointments in other OU divisions and are paid on an overload basis for their work as seminar instructors or MLS advisers. The MLS staff selects faculty members on the basis of their expertise in their fields and on their ability to work in the MLS instructional mode. This latter quality is especially important, says Davis. "We want professors who are responsive to the adult student," he says. "There is the dimension of students working away from campus, and the faculty members must be able to effectively work with the students by mail and telephone.

"The professors value the opportunity to work in the interdisciplinary mode," says Davis. "They become attuned to each other and learn from their peers and from their students." Davis cites the example of the professional working for an international company in Geneva, Switzerland. The student prepared a comparative economic study of a South American country, a South Asian country, and a European country for his thesis committee which included a sociologist, political scientist, and an economic geographer. Because the student was currently working in the field he was able to provide fresh insights to his advisers. The faculty members appreciate the students' abilities to test theories in the field. When one student with traditional management training and experience took over a failing hospital, he became an MLS student to learn more about hospital administration. With a committee consisting of an economist, health care administrator, and a sociologist, he focused on health care for the aged. "He was a tremendous learner," says Davis, "and the professors learned so much from him."

In the last year the college has initiated a special emphasis program which allows students to apply their MLS studies directly to their work. The MLS with Museum Studies Emphasis aids museum professionals in their professional growth, says Davis. These students follow a program similar to that of the standard MLS degree. Differences include a longer introductory seminar, a more focused examination of such museum-related topics as management and exhibits, and a special museum-related project during the directed study phase.

Both the standard MLS program and the new museum option program provide opportunities for students to explore issues from a variety of perspectives, according to Davis. "Our graduates express great satisfaction with the program," he says. "They say it has affected both their personal lives and their careers. They now have greater enthusiasm for life, work, and community activities." *P.B.*

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St. John's College

Discussing Great Books

For college graduates who "love to read books and talk about them," the Graduate Institute in Liberal Education at St. John's College offers a Master of Arts program that uses "great books" and class discussions as its main method of instruction, says Benjamin C. Milner, director of the graduate institute in Annapolis, Maryland. At the college's two campuses, located in Santa Fe, New Mexico, in addition to Annapolis, institute students read from a book list that has been the core of St. John's undergraduate cur-

riculum since 1937. Each year, the faculty only slightly revises the original selection of books, which it chooses "more for depth of inquiry, originality of thought, or power of reasoning, than for any supposed completeness of coverage of subject matter," says one college bulletin.

The idea of a graduate institute grew from St. John's philosophical commitment to liberal arts education and its practical interest in using its new Santa Fe campus during the summer, explains Milner. Thus, in 1967 the graduate institute at Santa Fe began offering "a program in the discussion of major classics of western thought primarily for school teachers," who may have "overspecialized in pedagogy in their previous training," says David E. Starr, director of the Santa Fe graduate institute. He explains that now, however, the program attracts adults with diverse educational, professional, and personal experiences who share a desire to "think as fully as they can about the foundations of their choices and decisions as responsible, adult human beings." The institute also encourages special groups to enroll in the program. For example, in the late 1970s it obtained foundation and federal support for teachers at inner-city Washington, DC and New York schools to attend the college and discuss new ideas about teaching.

The success of the Santa Fe graduate institute led to the establishment of an identical degree program in Annapolis in 1977. "Because many students attending the summer program in Santa Fe actually lived on the east coast," says Milner, "we decided we also could attract students to a graduate institute in Annapolis." This proved to be true; currently, 52 students attend the Annapolis program, and 99 study in Santa Fe. So far, 353 students have graduated in Santa Fe, and 24 have graduated in Annapolis. At both campuses the degree program consists of four eight-week summer sessions, although the Santa Fe campus also offers a 16-week evening program during the fall and spring semesters. This evening program uses the same book list and curricular structure as the summer program.

Program Requirements

The graduate institute requires students to complete, within eight years, four different areas of study: politics and society, philosophy and theology, literature, and mathematics and natural science. Students enroll in one study area each session. They earn nine credits in each area by completing a seminar, tutorial, and preceptorial, each worth three credits.

The seminar assigns the largest amount of reading, and is the heart of the program. In this course, approximately 18 students meet twice a week for two hours to discuss questions raised by the assigned reading. Although two faculty members lead the seminars, they encourage, and in fact demand, genuinely open discussion, says Milner. Students do not raise their hands for recognition, and faculty members are called "tutors" instead of professors. According to the program bulletin, "what distinguishes a tutor from his students in the classroom should be an openness to the depth and range of issues and a capacity to pursue questions as far as the class is able." Although achieving truly open class discussions requires practice, admits Milner, he believes that when students expect to talk in class and feel prepared for conversation, they do participate in and benefit from the seminar sessions.

Seminar topics depend on the area of study. In the politics and society area, students read work by Plutarch, Plato, Aquinas, Machiavelli, Locke, Rousseau, Marx, Engels, and de Tocqueville. Mathematics and natural science includes selections from Lucretius, Aristotle, Bacon, Descartes, Newton, Hume, Darwin, and Freud. Books of the Bible and the writings of Augustine, Luther, Aristotle, and Pascal appear in philosophy and theology, while the literature area students read works of Homer, Aeschylus, Sophocles, and Euripedes. Toward the end of the eight-week seminar, students take a 30-minute oral examination conducted by the seminar tutors. The examination ideally gives students a chance to address questions on their own, and generates new insights. It does not play as large a part as class participation in determining a student's grade.

While enrolled in a seminar, students concurrently take a tutorial. Tutorials meet more often, have shorter assignments, and include fewer students than the seminars. In a tutorial, 10 to 14 students and one tutor meet four times a week for about one and a quarter hours to discuss close readings of assignments. For example, the students taking the politics and society area read portions of Aristotle's *Nicomachean Ethics*, Hobbe's *Leviathan*, the Declaration of Independence, the United States Constitution, the Federalist Papers, and selected United States Supreme Court decisions. In addition to discussion of assigned readings, the tutorial requires students to write two brief papers during the first few weeks of the session.

The third component of each area of study, the preceptorial, examines either one book, one theme, or one author. Students usually can choose a preceptorial from a selection of two to five topics. These topics include titles such as The Theory of Comedy, The Study of Einstein's Theory of Relativity, The Idea of Motion from Aristotle to Galileo, Nietzche: Beyond Good and Evil, and The Presocratic Greek Philosophers. A preceptorial meets two or three hours a week, and enrolls eight to ten students. It is the only course of the program that requires a substantial essay from its students. After individual conferences with a preceptorial tutor, students write a 10 to 15 page paper on some aspect of their preceptorial topic. At the end of the program, students will have written four preceptorial essays, which together take the place of a traditional master's thesis, explains Milner.

Milner adds that the institute's emphasis on discussion and primary resources has pleased its students, who enjoy the free exchange of ideas and sense of intellectual continuity that the program's structure encourages. Milner notes that student satisfaction displays itself both in evaluations and in financial support of the college. Almost every student, Milner says, appreciates the opportunity to "grow intellectually again." *K.M.*

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Eastern Michigan University

American Culture and Technology Concentrations

With the start of the 1981-82 academic year, Eastern Michigan University (EMU) enrolled the first students in its new Master of Liberal Studies (MLS) Degree Program. EMU designed the program to meet the needs of nontraditional students, according to Hector Garza, assistant dean of the Graduate School. Says Garza: "Our program allows students to gain knowledge in a variety of departments and to design a flexible degree which is individualized and interdisciplinary."

EMU offers two primary concentrations within its MLS program. The MLS with a concentration in social science and American culture is administered by the Department of History and examines the various facets of American life, such as theatre, politics, and music. The second primary concentration, technology, is offered by the College of Technology and focuses on the technical and sociocultural impacts of technology in the past, present, and future.

Both EMU concentrations follow the same basic program requirements. Students select 12 credit hours of coursework each in their primary concentration area and in two complementary areas. They complete the 30-credit program with a culminating project and electives.

Social Science and American Culture

Flexibility is the key to the MLS degree with a primary concentration in social science and American culture, according to Louis Gimelli, professor of history and graduate adviser for history and social science. "We allow our students to develop their own concept and definition of American culture," he says. "Too often students operate in tunnels or chambers and do not see all that goes into a culture. We hope our program illustrates the interrelationships between various aspects of American culture, such as literature, theatre, and religion."

Six students are pursuing the American culture concentration. Gimelli is responsible for counseling and supervising the students. He views the program as ideal for adults who had to delay their careers and who wish to increase their knowledge of American culture and pursue a degree which focuses on their interests.

While students determine the theme of their programs through the selection of courses and complementary concentrations, they are required to complete their 12-credit hour primary concentration in American history. Appropriate history courses include United States Labor History, The Age of Washington and Jefferson, and the History of the Family in the United States.

"The program's unity comes from the students," says Gimelli. "We help them choose courses which show some kind of interrelationships in the various aspects of American culture, but students choose their own program of study." American culture students may choose complementary concentrations from such departments as economics, sociology/anthropology, political science, geography, English language and literature, art, and teacher education.

Thus, a student interested in the interrelationships between literature and religion in American society could choose courses such as Studies in Colonial American History, History of American Religion, and United States Urban History for his or her primary concentration area. This student could next select the departments of English language and literature and sociology/anthropology for his or her complementary concentrations and enroll in courses which examine American literature and explore the family and racial and cultural minorities in America.

Although it is too early for any of the students to have chosen a culminating project, Gimelli has written possible scenarios for students pursuing the three available options. In the first option, students complete 24 credit hours in their primary and complementary concentrations, three credits of electives, a three-credit independent study project, and an oral or written examination in American culture. A student pursuing this option, according to Gimelli, could examine the Black experience in 20th century America through appropriate literature, history, and teacher education courses and choose electives in sociology. A sample examination question might be "compare and contrast the 1920s and the 1960s with reference to art, education, politics, music, literature, race relations, and foreign policy."

Students completing the second option must prepare a three-credit creative, pedagogical, or scholarly project in addition to 24 credit hours in the primary and complementary concentrations and three credit hours of electives. A sample program could include complementary concentrations in economics and geography with an elective in literature. This student could prepare a scholarly project on a topic such as "The Image of the West in the Writings of Theodore Roosevelt" or a classroom unit focusing on the history, art, literature, and music of the Old West. For a creative project, the student could write a short story which would reflect the language, values, and problems of the Old West.

The third option allows for 24 credit hours in the primary and complementary concentrations and a six-credit thesis. Says Gimelli: "The thesis must deal with an aspect of American culture which reflects the student's coursework and demonstrates his or her understanding of the interrelations of American life and culture." Gimelli suggests that a student interested in religion and literature could write a thesis on a topic such as "The Religious Ideas of Jonathan Edwards, Charles G. Finney, and Dwight Moody."

Technology Concentration

While students pursuing the American culture option are examining the interrelationships of various aspects of life in the United States, students earning the MLS with a primary concentration in technology are identifying how various disciplines can relate to technology, says Paul Kuwik, head of the Department of Interdisciplinary Technology. Nineteen students are enrolled in the program offered by the College of Technology. Established in September 1980, the college is striving to meet the needs of a society that must understand the effects of technology on itself and on industry, says Alexandra Aldridge, program coordinator for the technology concentration and associate professor of interdisciplinary technology. "The college does not turn out engineers, scientists, or technicians," she

says. "The idea is to train people for middle-level management positions in industry. It is a cross between a business college and an engineering school."

Aldridge and Kuwik agree that this is just the type of focus which appeals to the MLS student. "People from a wide range of backgrounds, including industry, education, government, and social services, are interested in this degree," says Aldridge. "It appeals to people considering a job switch from a technical supervisory position to a decision-making management position. These people need to understand and be able to manage technological systems of communications, transportation, or production." Kuwik notes that the degree is also useful for persons who find themselves in a field that is being altered by technology. "Many people see it as an opportunity to look for new employment in their own field," says Kuwik. "As their field takes on a new dimension they are able to diversify into a different area." The competencies acquired through the technology concentration, according to a recent proposal for the degree, include "a knowledge of the significant technical developments through the history of humankind and the impact of these developments on individuals, societies, and the environment" and "the ability to integrate information from a variety of sources and disciplines in solving social-technical problems."

All MLS technology students must complete the following courses for their 12-credit primary concentration: Introduction to the Study of Technology, History of Technology, Technology Assessment, Multidisciplinary Seminar in Technology, and Contemporary Issues in Technology. Students in other graduate programs may enroll in the newly-designed courses. After completing the introductory course, which explores various approaches for studying technology, students enroll in the History of Technology course. Conducted in conjunction with the Edison Institute located at Henry Ford Museum and Greenfield Village in Dearborn, the course examines how major technical developments have affected society.

Kuwik is proud of the fourth course in the primary concentration: the Multidisciplinary Seminar in Technology. Each term, approximately ten persons from across the country will lecture on different philosophic and discipline-based perspectives of technology. The speakers, according to Kuwik, include well-established educational, business, and labor leaders who will relate technology to psychology, values, theology, education, the environment, and politics. The other primary concentration courses examine some of the concerns associated with technological progress and foster an understanding of technology as a philosophical problem.

For their complementary concentrations, students may choose from departments such as art, economics, industrial education, management, and psychology. For example, says Kuwik, a student interested in exploring the needs of her or his business might choose coursework in operations research and information systems and marketing. A sample program might include the required primary concentration; economics courses such as Collective Bargaining and White Collar and Public Employee Unionism; geography courses such as Urban Environmental Management and City and Regional Planning; and management courses such as Management: Concepts, Principles, and Practices and Corporate Social Policy.

For the culminating project, students may write a thesis or complete an independent study project. One student, who Kuwik anticipates will take the thesis option, has a background in mechanical engineering and is studying coursework in geography and marketing. He is interested in becoming a consultant in energy management technology and will probably write a thesis on this topic.

While the thesis option provides an in-depth study of one subject, the independent study option builds upon several subjects, says Kuwik. This option might include descriptive research on the state of the art in one area of technology or a literature search comparing the changing technologies of industries or disciplines. Students may also solve a professional problem for this option; Kuwik knows of one student who may prepare a marketing plan for his employer who is entering the field of computer-aided design and manufacturing.

While Kuwik says it is impossible to predict the long-term student response to the technology concentration, he is pleased with the positive comments he has heard. "This concentration gives people the chance to customize a program to their own needs and backgrounds," he says. "It provides a unique opportunity for people from diverse fields to learn how technology is a major force in society and has applications to all facets of life."

Garza is pleased with the reaction to both MLS programs. "As our institution began to critically examine the needs of nontraditional students we realized that the most ideal program provides students with a flexible approach to graduate education," he says. "People found out about our program and began applying before we had even scheduled classes. I think we have a very good future." *P.B.*

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Monmouth College

Core Courses and Colloquia

The interdisciplinary core requirement is one of the foundations of the Monmouth College Master of Arts in Liberal Studies (MALS) Program. Students pursuing the MALS degree must enroll in at least one three-credit course at the start of their program in each of the three core areas: humanities, social and behavioral sciences, and natural and applied sciences. These core courses, according to Harold Barto, MALS director and professor of history, provide students with a graduate-level exploration of a subject which cuts across traditional liberal arts disci-

plines. To further enhance and strengthen the learning experiences gained through these core courses, the college offers interdisciplinary colloquia which relate to the theme of the core courses and provide a challenge or confirmation of the ideas presented in the classroom.

This intellectual probing of a wide range of interrelated subjects illustrates the reasons why most students enroll in the Monmouth program, according to Barto. "We promote a love of learning," he says. "The college felt that there was a desire on the part of people to go back to college and work on a degree which was not necessarily a job-oriented degree. The MALS degree allows students to expand their minds and do something intellectually stimulating."

Student Profile

The 14 students enrolled in the three-year-old Monmouth program have undergraduate degrees in subjects ranging from German to chemistry and from sociology to theatre arts. "Most of the students are working people with good jobs," says Barto. "They don't expect the program to give them a higher salary; they are looking for an intellectual experience."

While the MALS students may not be working to upgrade job skills, they are acquiring and improving abilities which may lead to career advancement. "The MALS program helps students learn how to think more clearly," says Barto. "They are able to develop hypotheses, and become more aware of the interrelations of topics. These students also become more articulate."

The interdisciplinary core courses reinforce the connections between various disciplines. Topics have ranged from Political and Social Myth in American Literature to The Interplay of Mathematics with Philosophy and Science. The former course, designated as a humanities core course, explores how the image of democracy, equality, and social freedom are portrayed in such books as de Tocqueville's *Democracy in America*, Steinbeck's *Grapes of Wrath*, and Wright's *Native Son*. Other humanities core courses are Roots of Modern Thought in Classical Philosophy and Images of Contemporary Culture.

In addition to The Interplay of Mathematics, students can enroll in Technology and Human Biology to meet their natural and applied sciences core requirement. The Nature and Future of Industrial Civilization and Great Writings in History fulfill the social and behavioral sciences core requirement.

While enrollment in the core courses reflects the modest participation in the Monmouth MALS program, Barto notes that enthusiasm is quite high for these courses. Enrollment is not restricted to MALS students, and both graduate students in other programs and nonmatriculating students participate in the core courses.

This enthusiasm carries over to the interdisciplinary colloquia conducted each semester in conjunction with the various core courses. For example, a colloquium on Rational Alternatives to Lifestyles examined some of the alternatives proposed by philosophers to the lifestyles of their times and complemented the humanities core course, Roots of Modern Thought in Classical Philosophy. A Monmouth College professor of history, who is a Polish immigrant, presented a personal report of the political situation in Poland which he had observed first-hand last summer. MALS students are required to attend six colloquia which count for one credit toward their degrees.

"The colloquia expose students to current and problematic issues in several specialized fields," says Barto. Because of the broad appeal of many of the topics, the MALS program secures cosponsorship of the colloquia with other campus offices such as the Honors Program. An average of 25 students attend each colloquium, which is followed by a social hour or reception.

The colloquia and core courses provide almost one-third of the credits in the 36-credit MALS program. Twenty-four hours of elective courses and a two-hour liberal studies tutorial complete the MALS requirements. Barto notes that the electives provide students with a large measure of flexibility in determining the direction of their studies. While the students must complete six credits of coursework in each of three disciplines, there are no required courses. However, Barto does recommend certain courses which he judges to be of high academic quality and in keeping with the MALS goals. Students may also enroll in additional core courses to complete the electives requirements.

Liberal Studies Tutorial

When students have earned 18 credits in the MALS program, they are allowed to enroll in what Barto refers to as the capstone of the degree: the liberal studies tutorial. "These students have been exposed to quite a few professors and subject areas and are ready to move in the direction in which they would like to concentrate," he says. Students select topics which bring together at least two disciplines for this research and writing project. Working first with Barto, they develop a preliminary bibliography of primary and secondary sources for their topics. Barto next helps the students choose the appropriate faculty advisers for the tutorial projects. The advisers serve as mentors during the tutorial by guiding the research and directing the preparation of the tutorial papers. Upon completion of the paper, Barto assigns an additional faculty member to assist in its review. Students meet with their mentors and reviewers to discuss the completed tutorial projects and research papers; together the mentors and reviewers determine the grades for the projects.

MALS students have prepared tutorial papers on the influence of African art on modern European art, and the future of the humanities in a technological society. In the latter project, for example, the student talked with local industry executives in order to measure their perceptions of the value of a humanities degree. The executives stated that humanities students prove to be the best managers in the long run.

Barto is pleased with the academic quality of both the tutorial projects and the courses. He now is concentrating his energies on marketing the degree to persons in the Monmouth College area, a task which he admits has not been given priority in the past. "It has become clear," he says, "that the development of the program requires a great investment of thought and time. I would like to double our enrollment in the next year." To promote the MALS program, Barto plans to meet with such groups as the American Association of University Women, the Daughters of the American Revolution, and the county library association and arts council. He is coordinating his efforts with the college's public relations office and with directors of other programs on campus.

"We believe there is a market for our program," says Barto. "The MALS degree provides an opportunity for in-

dividuals to widen their intellectual horizons independently of specific career objectives and pressures. People want that opportunity." *P.B.*

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Wesleyan University

Graduate Liberal Studies in Its Third Decade

Wesleyan University's Graduate Liberal Studies Program, the nation's oldest, was born in the summer of 1953. In rethinking Wesleyan's historical commitment to the education of teachers, the university's Committee on Graduate Instruction recommended a new joint effort: the Master of Arts in Teaching, for students entering the field of education, and the Master of Arts in Liberal Studies (MALS), for secondary school teachers whose undergraduate schooling often lacked rigorous training in liberal arts. The development of the program was aided by several factors, says John D. Hatch III, associate director of the Graduate Liberal Studies Program (GLSP). It was to take place in the summer, when there were no competing programs at Wesleyan; it would attract non-Wesleyan graduates interested in receiving a quality education from the program; and the stature of the faculty members recommending the program was outstanding.

The Graduate Summer School for Teachers, as it was first called, focused on subject matter rather than on the technical aspects of education or educational theories. The institute provided an interdisciplinary approach, gathering in many subjects and modes of thought, rather than focusing on the narrow, specialized study which characterizes other graduate programs.

The program's basic philosophy has not changed much over the past 29 years, according to Hatch. "GLSP provides a chance for students to pursue a broad exploration of a field, and, at the same time, allows students with specific backgrounds to build on their knowledge. The focus is on cross-disciplinary study. We force students to do more than just study English literature."

The program went through several name changes as the structure and the student make-up evolved. The Graduate Summer School for Teachers became the Graduate Summer School in 1970 as increasing numbers of non-educators showed interest in the program. In fall 1975, Wesleyan initiated weekend and evening courses to complement its summer institute and to accomodate more students. The interdisciplinary program adapted well to the incorporation of these new students. Says Hatch: "These courses are not designed just for teachers. Their cross-disciplinary nature could appeal to anybody." The name was changed to the Graduate Liberal Studies Program in 1979 after a local radio station announced that the Graduate Summer School was closed for the month of February due to snow.

The period between 1968 and 1973 proved to be a difficult adolescence for graduate liberal studies at Wesleyan. According to Hatch, enrollments dropped, money was tight, and the university once again began re-thinking its commitment to teacher education. The university gave the program another chance to demonstrate its viability.

James L. Steffensen, Jr., who is now chairperson of the drama department at Dartmouth College, became director of the program in 1973 and initiated a period of openness and flexibility. Says Hatch: "Someone who was earlier denied a degree for completing coursework in ten years rather than the required eight would not have been denied a degree under James Steffensen." Steffensen increased recruitment efforts and tied in special programs with outside funding. He helped establish the Association of Graduate Liberal Studies Programs to probe connections with similar activities at other schools.

Two Degrees

Wesleyan still offers two degrees in graduate liberal studies, the MALS and the Certificate of Advanced Study (CAS). MALS candidates may choose from nine majors: art, literature, literature and arts, mathematics, movement, science, science in society, social studies, and interfield, a major which allows students with particularly strong undergraduate majors to relate a wide spectrum of study to their previous area of concentration. American studies is one example of a program which may be pursued as an interfield major. All programs are developed in consultation with a faculty adviser or the program directors.

The MALS degree requires 30 semester hours of graduate study. Students are considered probationary candidates until they have successfully completed six hours of study at the program's summer session or three evening or weekend courses within four semesters. As with many of its other rules and regulations and because of the nontraditional students it attracts, the program director may make individual exceptions. A bachelor's degree is required for admission, but a spectacular undergraduate record is not. The directors of the program believe that adult students often acquire skills and motivations which far from hinder their performance in the GLS program.

The CAS, or sixth year degree, is awarded for at least 30 hours of study beyond the master's level in an individually tailored program similar to the MALS. It was created in the late 1950s at the demand of MALS graduates who wished to continue their studies. MALS graduates and students with graduate degrees from other institutions seek CAS degrees due to personal interest and, in the case of many teachers, to receive pay increases which require additional advanced study. Some CAS graduates have used the degree as a stepping stone to doctorate level work.

Both degrees have strict requirements but allow a great deal of flexibility within the coursework. Both require humanities core seminars, which vary according to the chosen major; a concentration of courses in the major, which also varies; and, in some instances, a final essay or project. For example, a literature and arts major must take two form and expression courses in Liberal Studies, such as

Visual Connections: Design or Improvisational Technique and Theatre Games; 24 hours in arts, literature, and movement, which may include a three-hour essay or project; and the remaining six hours as electives. A science in society major must attend three colloquia relating science to the other liberal arts, such as Cosmos, Chaos, and Freedom or Man and the Universe in Renaissance Thought; write a thesis, worth two semesters of work; and take the remainder of courses as programmatic electives to suit special needs or interests and to help prepare for the thesis.

Over 100 courses have been offered each summer since 1978, with spring and fall semester offerings ranging between eight and sixteen courses. GLS administrators designed courses both to encourage challenging study in the concentration area and to relate that area to a broader perspective of a historical, philosophical, or humanistic context. For example, Computers in our Culture follows the history of information processing and examines both positive and negative applications of computers. The program also offers a number of one-credit electives to tempt students to explore new subject areas and apply new approaches to what they already know. Many of the courses are designed for students who have no previous background in the field, so that the many teachers in the program can easily apply the new knowledge to their own curricula.

Most students in the program complete their studies in three or four summer institutes, plus a few courses picked up through independent study, in weekend or evening courses during the year, or in transfer credits from other institutions. Wesleyan's GLSP has a special arrangement with the New School for Social Research in New York City to allow students to divide their studies between summers at Wesleyan and the academic year at the New School.

Several associated programs enhance the liberal studies experience at Wesleyan. These have included an Intensive Language Program, the Wesleyan Writers Conference, and Summer at the Center, a performing arts program. In addition, several special programs are available to GLS students for credit. For example, the Summer Humanities Institute, developed with assistance from the National Endowment for the Humanities and the Graduate Liberal Studies Consortium, brings experienced teachers to Wesleyan tuition-free to improve their training in the humanities. The Wesleyan Summer Computer Institute provides intensive instruction in all facets of computer science and provides a 24-hour-a-day tutorial service. Plans are underway for a five-week summer 1983 program in Rome to cover the history and art of the city from the late antique period to the baroque.

Primarily Educators

The majority of students participating in the GLS program are still educators, including teachers from public and private schools, librarians, and administrators. The recent statistics show other students include undergraduates who are admitted as non-candidates on a selective basis; Wesleyan faculty and staff, and other professionals, such as engineers and computer processers, business people, writers and editors, and medical service workers. GLS students arrive from all across the country, though most of them come from Connecticut.

Wesleyan makes special adjustments for the nontraditional GLS students. Tuition is less than traditional graduate programs and classes meet at times convenient to adults. Adjustments are made in housing accomodations and registration lasts two days rather than the usual overcrowded one. "The biggest difference," says Hatch, "is that we are humane about what we do," from providing extensive counseling to personalized billing and bookkeeping.

Problems faced by the GLSP at Wesleyan have primarily been conceptual ones: Certain faculty members in other departments recognize quality graduate work only as the traditional specific concentration or research; and some artists and "serious" academicians continue the age-old argument of whose approach is more important. In spite of these common obstacles, its administrators feel Wesleyan's GLS program continues to succeed.

The summer 1981 catalog boasts of a program that is "openly idealistic and conscientiously practical." GLSP quality is ensured through the development of courses and the selection of faculty to teach them, as well as careful grading to maintain quality work from the students. The directors will try to recruit as many non-educators as educators and Barbara MacEachern, director of the program since summer 1981, hopes to inaugurate a doctorate level degree program in the future. As Steffensen said, in a Phi Beta Kappa lecture at Wesleyan, in May 1980, "And why not, for this traditional approach (of liberal studies)—the time-honored education of a gentleman—has been the preparation for those who shaped a parliament and constitutional monarchy, carved out and managed the commerce of an empire, and, steeped in the principles of classical philosophy, created an American revolution and the constitution of the United States." *S.D.*

For more information, contact:
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Wesleyan University
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Additional Programs

University of Colorado at Denver, Denver, CO 80202

Humanities, Social Sciences, and Basic Sciences—The College of Liberal Arts and Sciences at the University of Colorado at Denver is divided into three academic divisions: arts and humanities, social sciences, and natural and physical sciences. The college offers three graduate liberal studies degrees which provide an interdisciplinary exploration of the disciplines housed in each division. The three degrees are Master of Humanities (MH), Master of Social Science (MSS), and Master of Basic Science (MBS). Students pursuing the MBS can concentrate in mathematics, science, or museology as they enroll in courses offered through the natural and physical sciences division. In the MH program, students complete 24 credit hours in at least three of the following areas: communication; comparative literature; English; fine arts; French, German, or Spanish language and literature; history; music; philosophy; and theatre. In addition, students are required to take Introduction to Interdisciplinary Humanities, which examines the connections between the humanities disciplines through explorations of such topics as the culture of classical Greece. As the culminating experience in the MH program, students must pass a comprehensive examination that interrelates the three areas which they

have studied and complete a creative project or thesis on these three areas. In describing the MH program, Shirley White Johnston, assistant dean in the Division of Arts and Humanities, says, "Most of our students are working professionals who hunger after cultural enrichment at the graduate level. The MH program provides an educational opportunity that is clearly in demand; it also has contributed a great deal to faculty morale and enthusiasm." In contrast to the MH program, says Richard Ogles, MSS director, most of his students are pursuing the MSS degree in order to upgrade their present job position or consider a new area of employment. MSS students can choose coursework from disciplines such as anthropology, economics, history, political science, and sociology. They are required to complete two seminars: Theoretical and Research Perspectives in the Social Sciences and Philosophical Problems in the Social Sciences. The former course presents guest lecturers from the various social science disciplines who discuss their disciplines' theoretical issues and research strategies. The latter course explores such topics as the logic of scientific inquiry, concept formation and theory construction, and paradigms and scientific revolutions. Students have several options to choose as they pursue the MSS degree. These include 15 credit hours in five social science disciplines and a six-credit thesis; 12 credit hours in two disciplines and 15 hours in an experiential project; or 12 hours in various disciplines related to a specific interdisciplinary theme, such as women's studies, and 15 credit hours in an experiential project. Many students, according to Ogles, choose the experiential project options. They have had field experience and internships in hospices, drug rehabilitation centers, and women's community centers. According to Ogles, students are attracted to the MSS degree because of its interdisciplinary approach and the skills they can gain through the experiential experiences. *P.B.*

Shirley White Johnston, assistant dean, Division of Arts and Humanities

Richard H. Ogles, MSS director

Hofstra University, Hempstead, NY 11550

Designing a Unique Curriculum—Since 1975, the New College of Hofstra University has offered a Master of Arts Program (MAP) in Interdisciplinary Studies that allows students to design their own courses of study or earn specialized Master of Arts degrees with an emphasis in alcoholism counseling, human sexuality, or national valuation sciences. Regardless of his or her course of study, each MAP student adheres to the same structural format, which consists of an initial study, three learning contracts, and a master's thesis. This format enables MAP students to do much of their work off-campus; the initial study is the only component of MAP that requires regular on-campus attendance. In the 12-week initial study, students meet in weekly seminars, develop their interdisciplinary MAP plans, and write research papers on topics related to their proposed courses of study. Students enrolled in one of the specialized programs use the initial study to do a research project or answer questions specified by the program guidelines. After completing the initial study, students begin work on three consecutive learning contracts. Designed with the assistance of Hofstra faculty members and supervised by either university or off-campus professionals, the learning contracts offer students a chance to devise their own interdisciplinary curriculum and set their own time limits. The contracts may involve library or field research, internships, laboratory or studio work, and some course attendance. Usually, students spend 8 to 24 weeks on their contracts and complete them with a scholarly research paper done under faculty supervision. The master's thesis consists of both a thesis proposal and the thesis itself. The thesis reflects the work of the learning contracts, although the topic must be approved by the MAP core faculty. Students who enroll in MAP do so because they want to do independent, interdisciplinary work, says Carolyn Sobel, assistant to the coordinator. One student designed a program in music and its social contexts. It examined the influence of German society on Beethoven and Schubert for the first contract, Stravinsky for the second contract, and analyses of drama for the third contract. The student's thesis combined these elements into a study of opera. Not all MAP students create their own degrees. Sixteen students are currently working on a degree with an emphasis in alcoholism counseling. Students in this program spend their first year working in a training program held at South Oaks Hospital in Amityville, New York. Their contract work thus reflects some aspect of the lectures, films, field trips, and clinical work offered during the training program. The human sexuality degree program enrolls five students. The first contract emphasizes sex education, while the second emphasizes sex counseling or therapy. In the third contract, students take training courses offered by the National Institute of Sex Education, Counseling, and Therapy, the educational component of the American Association of Sex Educators, Counselors, and Therapists. The thesis may incorporate a 200-hour internship for students interested primarily in sex counseling. The degree program with an emphasis in national valuation sciences, designed by the MAP faculty and officers of the American Society of Appraisers, enrolls mainly professional appraisers who wish to broaden their knowledge so they can place the objects of their appraisals in an historical or social framework, says Sobel. In the first contract, students study the relationship between human values and social ideologies. The second focuses on human motivation and the effect of beliefs, values, and environmental factors on human behavior. The third contract examines the structure of the American economy by beginning with a brief survey of American economic history and then concentrating on the performance of several sectors of the economy in the last half century. In addition to their studies, students may participate in MAP collegia which meet approximately six times a year on Saturday mornings. At these collegia students discuss their projects and listen to various lectures. Students vote on the lecture topics, which include titles such as 20th Century Women and Philosophy of Buddhist Art. These collegia, Sobel explains, give the MAP students a chance to meet each other and talk about their work. *K.M.*

Carolyn Sobel, assistant to the coordinator, Master of Arts Program, New College

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The Johns Hopkins University, Baltimore, MD 21218

History of Ideas Seminars—Students pursuing the Master of Liberal Arts (MLA) degree at Johns Hopkins University enroll in courses offered only by the Division of Arts and Sciences in the Evening College and Summer Session of the university. Secondary school teachers and librarians find the program especially attractive, according to Nicholas Kolb, assistant dean and director of the Division of Arts and Sciences. "The program," says Kolb, "enables adults to acquire broader knowledge, deeper insight, and greater understanding of man's cultural heritage and the social and political aspects of contemporary society." For the core of the degree program, students select 18 credits of the 30-credit program from a wide selection of interdisciplinary courses titled History of Ideas seminars. The seminars, according to Kolb, "trace the development of a particular theme or concept over a period of history as it crosses various disciplines, or as it matures within the intellect of an individual thinker" and are modeled after the faculty-member History of Ideas Club, founded by Hopkins professor Arthur O. Lovejoy. "We ask senior faculty members to design seminars which are unique," says Kolb. "They are in the instructors' subject areas, but they do not require an extensive, focused background." The college offers 15 seminars each term, with an average enrollment of 13 to 22 students in each. Seminars have examined such topics as Literature and the Delinquent: The Origins of Modern European Fiction; Humanoid: Artificial Man in Myth, Legend, and Literature; and Ecology and the Quality of Our Environment. The former seminar, for example, examines the anti-hero as found in such novels as *Don Quijote*, *Moll Flanders* and *Guzman de Alfarache*. To complete their degrees students enroll in 12 credits of advanced liberal arts courses. While the college designed the MLA program for students holding the bachelor's degree, it also offers a Certificate of Advanced Study in the Liberal Arts for students who hold master's or doctoral degrees. Since 1962, when it was first offered, 1,801 students have earned the MLA degree; 105 graduates have completed the certificate program which employs the identical coursework and began in 1970. *P.B.*

Nicholas Kolb, assistant dean and director, Division of Arts and Sciences

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Kean College of New Jersey, Union, NJ 07083

Voyages of the Mind—One of the features of the Master of Arts in Liberal Studies (MALS) Program at Kean College of New Jersey, is the heterogeneous group of students pursuing the degree, according to Eileen Kennedy, MALS program coordinator and professor of

English. With the college located equal distance from urban Newark and suburban areas, the five-year-old program attracts a wide mixture of students. Despite these differences in lifestyles, Kennedy says, "all are interested in the life of the mind." The Kean program begins with a three-credit introductory interdisciplinary seminar which explores a topic related to society. Limited to 15 students, the spring 1982 seminar is titled Freedom: The Individual's Needs versus Society's Demands. Students will read such books as Freud's *Civilization and Its Discontents* and Morgan's *The Birth of the Republic*. Following the introductory seminar, students choose one of the following areas as their primary concentration: humanities; history, philosophy, and religion; social and behavioral sciences; or educational policy sciences. The MALS program requires 12 credits in the primary concentration area, and six credits each in two other concentrations. The MALS program designed elective courses in the concentration areas specifically for the graduate liberal studies students. Electives include such courses as Contemporary Drama, the History of Blacks in America, and Theories of Personality. The culmination of each degree program is the two-semester advanced seminar, which is taken in the primary concentration. During the first semester students receive a list of essay questions which will be asked on their comprehensive examinations and pursue an interdisciplinary topic through readings and discussion. For example, the advanced humanities seminar has focused on 18th century art, music, and literature. At the beginning of the seminar's second semester, students complete the comprehensive examination, which requires the writing of reflective, integrative essays. They next prepare a major project such as a thesis, composition, or art exhibition. One student adapted McCuller's *The Heart is a Lonely Hunter* as a radio drama and recorded her friends reading the script. Another student wrote a critical study and biography of a New Jersey artist. Kennedy tells students that a MALS degree will not guarantee them a job. "They're here," she says, "because they want to enrich their lives intellectually." *P.B.*

Eileen Kennedy, MALS program coordinator

University of Maine at Orono, Orono, ME 04469

Teaching in the MLS Program—Because of her background and training as an adult educator, Rosemary Caffarella, assistant dean of the University of Maine at Orono Graduate School, has organized discussion sessions for faculty members teaching in the school's Master of Liberal Studies (MLS) Program. Caffarella believes that it is important for these instructors to examine the characteristics, experiences, and values of adult learners, despite the fact that many persons may have formed opinions on these students based on intuition, readings, and experiences. Similar to many MLS programs, the UMO degree requires six to nine credit hours in specially-designed interdisciplinary core seminars, 15 to 21 hours in graduate-level electives, and a three- to six-hour master's project. Graduate faculty teach the core seminars which make up the first phase of a student's degree program. Core seminars have focused on literature and alienation; technology, society, and the individual; and biological perspectives on human behavior. Caffarella invites the core seminar instructors to participate in sessions which examine the learning processes of adults. She combines theoretical issues with the instructors' experiences. Through individual sessions with faculty members she has developed a list of concerns which she uses in the group discussions. These range from the role of the instructor in the seminar classroom and the level of critical analysis which can be expected from MLS students to helping students regain confidence in their academic abilities and maintaining intellectual rigor in the informal seminar setting. Caffarella stresses that these types of sessions are valuable and should be a continuing process. "Our program offers flexibility," she says, "and is integrative and cross-disciplinary, rather than discipline-oriented. Students like the individualized nature of our program. It is important for faculty members to know how to involve these adults in the learning process." *P.B.*

Rosemary Caffarella, assistant dean, Graduate School

Mercer University, Macon, GA 31207

Careers and the Master of Liberal Studies—Sponsored by the College of Liberal Arts, the three-year-old Master of Liberal Studies (MLS) program at Mercer University appeals both to students who are interested solely in graduate study in the liberal arts and to students who wish to combine career goals with liberal learning, says JoAnna Watson, assistant dean for community education. The MLS program consists of 60 quarter hours in graduate credit courses and requires enrollment in two specially-designed courses: History and Philosophy of the Liberal Arts and Liberal Studies Seminar. The former course introduces students to the liberal arts tradition in western civilization. The seminar course is required after a student has completed two-thirds of his or her coursework. It examines a topic from an interdisciplinary perspective and attempts to integrate each student's program theme with this topic. Mercer requires students to pursue a specified theme as they complete regular graduate courses for their MLS degrees. Current student-developed themes include law and society, contemporary human relations, and art as social critic. Thus under the seminar topic, History of Scientific Revolutions, each student related his or her program theme to this topic. Students write research papers on these interrelationships after reviewing library resources and procedures with faculty advisers. Recent research papers examined the effect of Christianity on western civilizations, changing world views of western man, and how scientific revolutions might have been marketed. Watson recognizes that many MLS students are interested in the marketability of their degree. She says: "At first we discouraged students from combining professional development and liberal learning. But this posture only reinforces the popularly held notion that the liberal arts have little to do with the 'real world.'" As a member of AAC's National Network of Special Events on Liberal Learning, Mercer invited the business community to help in the development of career-oriented options. Watson hopes to include options in creative advertising, decision-making, and computer science and society in summer 1982. These options will include required coursework in the appropriate departments, as well as the MLS introductory course and seminar. "Students want graduate liberal studies to help their careers," says Watson, "thus these options respond to a real need. We are also helping broaden the concept of the MLS degree. We want the business community to see that a liberal arts program has very practical applications." *P.B.*

JoAnna Watson, assistant dean for community education

Washington University, St. Louis, MO 63130

Four Colloquia—Thinking, creating, making choices, and understanding other places and times are four attributes which characterize the liberally educationed person, according to Robert Williams, dean of University College, which cosponsors the Master of Liberal Arts (MLA) program at Washington University with the Graduate School of Arts and Sciences. These attributes serve as themes for the four colloquia which form the base of the three-year old program. Students must enroll in a three-credit colloquium in each of the four areas: ideas and inquiry, the creative imagination, science and human values, and historical understanding. The program offers several colloquia in the theme areas each semester. For example, colloquia in the historical understanding area "concentrate on reconstructing and understanding particular situations in other societies" and have included such courses as Russia and America in the Nuclear Age, Bloomsbury England: 1904-1932, and Vienna 1900. Through courses such as Nuclear Power and Public Policy: Lessons of Three Mile Island and the Ethical Considerations of Genetic Engineering, students examine the roles of judgment, value, and choice in areas of concern to science and society alike, a goal of the science and human values theme area. The colloquia are designed for the MLA program and team-taught by two faculty members from different departments. Williams, who is also director of the MLA program, says the thematic colloquia structure is ideal for the interdisciplinary nature of the program. Students, he says, like the fact that the colloquia are demanding, explore a variety of topics, and are taught by faculty members from various disciplines. While students may enroll in regular graduate courses to complete the remaining 18-credit hours of their degrees, Williams has discovered that many students earn the credits through additional colloquia. The students, whose occupations include journalist, physician, teacher, and utility company president, usually explore topics which are not related to their careers. "These students want to get away from everyday concerns," says Williams. "They are keeping themselves intellectually alive. Many of them are readers who wanted to structure their learning. The MLA degree is the natural choice for these people." *P.B.*

Robert C. Williams, dean, University College

Resources

While there are many books and articles which address issues surrounding liberal learning and the adult learner, few focus on *graduate* liberal studies. In the April 1982 issue of *Forum*, devoted to lifelong learning, we will include those publications which examine baccalaureate programs for nontraditional students and present arguments in favor of liberal learning for adults.

Association of Graduate Liberal Studies Programs (AGLSP), Allie M. Frazier, President, P.O. Box 9651, Hollins College, VA 24020. 703/362-6664.

The purpose of AGLSP is to promote the concept and goals of graduate liberal studies (GLS). The association sponsors annual meetings and seminars; a workshop on GLS programming is scheduled for March 25 to 27, 1982, in Washington, DC. Workshop topics will include needs assessment, marketing, faculty development, curriculum design, and evaluation. AGLSP also prepares information packets which include brochures for all AGLSP member schools and fact sheets on program sizes, costs, and curricula. Packets cost $25. The association also provides consulting services to institutions planning or developing GLS degrees.

Fallon, Daniel. "The New Master's Degrees." *Change* 10 (October 1978), pp. 19-22.

Fallon reports on the trend of many colleges of arts and sciences to offer graduate liberal studies degrees for the older student seeking "enlightenment for its own sake" rather than new career skills. He presents a brief history of the master's degree beginning in medieval times and continuing up to the present day and draws connections between the modern day Master of Liberal Studies and its precedent in medieval Europe.

Frazier, Allie M. *Liberal Studies and the Adult Learner: A Personal Renaissance*. Graduate Liberal Studies Corsortium—Fund for the Improvement of Postsecondary Education (FIPSE) Project, 1980.

This workbook contains practical information about designing and implementing graduate liberal studies (GLS) programs. The first section offers a brief general history of GLS programs. Later sections discuss model courses and curricular structures, student recruitment, methods of program evaluation, some necessary qualities of a GLS professor, and the future of GLS. The appendices provide sample budgets, market surveys, comprehensive exams, and job descriptions for program administrators. One appendix describes graduate liberal studies programs of the consortium schools and lists the names of contact persons at those schools. Copies of the workbook are available from the Association of Graduate Liberal Studies Programs (see above) for $10.

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The Forum for Liberal Education is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes various ways in which institutions of higher learning address important common concerns. Upcoming issues of the *Forum* will look at lifelong learning, liberal learning in professional programs, and science literacy. The *Forum* staff is interested in receiving program information from our readers. If your school is chosen for inclusion in an issue a staff member will interview a contact person at your school and write the article.

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